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FOREIGN AGRICULTURAL EXTENSION ACTIVITIES

England, Australia, France, Guatemala, Esthonia, Austria, Soviet Union, and India

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Cooperative Extension Work in Agriculture and Home Economics

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Austria, Soviet Union, and India.

Abstracts from Recent Reports and Publications Received by
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England

Motion picture lecture tour in Leicestershire. - In 1928, the Agricultural Education Committee of the Leicestershire County Council elaborated plans for a motion picture lecture tour to bring agricultural instruction to farming people, especially those in the more isolated villages. The committee was encouraged in this project by the Ministry of Agriculture, and after discussing the matter with officers of the Ministry and the Empire Marketing Board, decided to fit up for the tour the Rural Crafts Demonstration Van, constructed and equipped in 1926 by the automobile engineering department of Loughborough College for use in giving instruction to blacksmiths, wheelwrights, farriers and others throughout the county. A projector and a number of suitable films were loaned by the Empire Marketing Board. The tour which began October, 1928, lasted until February, 1929. Eighteen villages were visited in this period and films were shown on 58 nights. The van stopped at villages where a suitable room could be found, large enough to accommodate the people and install the fireproof cabinet in which the motion picture apparatus was enclosed. These requirements were usually found in a primary school building provided with a movable screen. The electrical equipment of the van furnished the light for it, and also the power for operating a standard size motion picture projector. The van was drawn up outside the building as near as possible to the projector inside. This proved to be a satisfactory arrangement and very clear, sharp pictures about 6 feet square were obtained, at a distance of 40 to 60 feet. The farmers were notified of the days and hours of the lecture by letter or small handbill, and posters were also used as advertisement. The lectures were all given at night, as special apparatus entailing extra expense would have been necessary to show the films in the day time. The van generally remained three or four nights in each place to give the agricultural organizer, the poultry instructor, the horticultural instructor, or the dairy instructress opportunity to give lectures on their subjects. About two and a half hours were devoted each evening to showing the films and giving the lectures. The total attendance during the tour was 4,629 persons or an average of 80 at each lecture.

How conducted

At the first place visited on this tour lectures were given on three nights with a total attendance of more than 400 persons. The films shown were Evolution of a Grain of Wheat, Soil Physics, Cooperative Marketing of Eggs, and the Life of a Plant, which with Commercial Potato Growing, were obtained from the Empire Marketing Board. Later in the tour other films were added to the collection, some of the subjects being beekeeping, sugar beets, clean milk production and distribution, the rat menace, and subjects in connection with farming in the colonies, as forestry, cattle raising, sheep raising, and pig breeding. The lecturer always gave an outline of the lecture before showing the film, and

Subjects of lectures

made comments as it was being shown. After the picture had been shown he made further remarks and answered questions asked by persons in the audience.

The great interest shown by farmers who attended the lectures on this first motion picture tour in Leicestershire, which was conducted by way of experiment has led the agricultural education committee to consider the arrangement of similar tours every winter. The results from lectures of this kind seem to be much more lasting than from those not accompanied by motion pictures. Many letters of appreciation were received, some of them from women's institutes.

A u s t r a l i a

Queensland.

Boys' and girls' clubs. - The Department of Public Instruction inaugurated the boys' and girls' club movement in Queensland which began in 1925 with the formation of pig clubs, and continues to supervise the organization and work of the clubs. They are known as home project clubs and are intended for boys and girls in school, especially in the rural districts, and for those who wish to fit themselves for an agricultural calling after leaving school, as the majority do at the age of fourteen. Theoretical instruction in the various projects is given by the teachers, while the practical work is done by the members on the home farm. The Department of Public Instruction and the Department of Agriculture and Stock work in complete cooperation and the interchange of ideas has led to many improvements in the conduct of the scheme for club work. The specialists employed by the latter visit the club members at their homes and give expert advice in crop-raising and stock-breeding. The teachers explain the language of the experts and help the members with record-keeping, the conduct of experimental work, and the application of labor-saving devices, while the parents furnish means for carrying out the projects and give advice based on practical experience.

Objects The objects of the home project clubs are:

(1) To enable the child to determine his special aptitude for farm life.

(2) To interest him in such work so that he will decide to follow farming as a means of livelihood.

(3) To demonstrate the possibilities of farm work from an economic point of view, when pursued along the right lines.

(4) To do away with the idea that farm work is necessarily hard and uninviting.

(5) To interest the country child in the results of research work in connection with agricultural problems.

When a teacher desires to introduce club work, he enlists the cooperation of the parents. If he finds them indifferent, a lantern lecture on the project he wishes the pupils to take up, showing its educational value, often results in securing their cooperation. When the teacher has decided on the project and has secured at least three members, he writes to the Department of Public Instruction, stating names of members and the date of club day. The choice of the project depends on the locality and as a rule it is not advisable to carry on more than one project in a school at a time, on account of the limited time for instruction. This instruction is given during school hours when a convenient time can be arranged; part of the period assigned to nature study is sometimes devoted to lessons on the club project. Club meetings are also conducted during school hours, when possible, and though supervised and directed by the teacher, the members choose a chairman and a secretary from their own number and are largely responsible for the business transacted and the method of its transaction. The members usually meet twice a month and discuss some phase of the work. At these meetings one of the members often gives a talk on such subjects as the use of a brooder, a model pig pen, grading eggs for market, which he illustrates with apparatus made at home. The lessons by the teacher and the club meeting may be combined. Where the club meetings alone are held, the teacher occasionally gives a lecture on some subject, as the value of record-keeping, time and labor saving devices, and the need for feeding a balanced ration.

How clubs are organized

Club meetings

At the end of the season when the members have completed the work on this project, club day is held either on the school grounds or in connection with a local district show. Club days are held by each school or two or more schools may hold a joint club day. When club day is held in connection with district shows, the societies conducting the shows must provide for club entries and award prize money. Parents attend club day and have an opportunity to become better acquainted with the club scheme and with the school. The members exhibit their products and animals which are judged by the experts of the Department of Agriculture and final marks awarded. The experts hold themselves in readiness to give advice to club members in connection with their work and to conduct demonstrations, if desired. When club day is conducted on the school grounds, it is a school day, and though some entertainment may be provided for the children, this feature must not predominate.

Club day

Home project clubs in Queensland include raising pigs, calves, and poultry; beekeeping; growing flowers, vegetables, maize, peanuts, fruits; junior judging; fruit packing; forestry; as well as projects especially for girls in millinery, canning, cooking, dressmaking, and fancy work.

Kinds of clubs

Pig clubs

Pig clubs were the first clubs organized in Queensland as they seemed suited to develop in the children the sense of responsibility, train their powers of observation and invention, and instruct them in keeping records and accounts, which were the principal aims of club work, and also because pigs were found on most of the farms in the State. The quality of pigs raised in Queensland has been very much improved since the introduction of club work, owing to the use of purebred animals by club members, which are sometimes purchased for them by their parents or donated as prizes. Each member obtains a pig nine or ten weeks old, preferably a purebred animal, though a good grade pig is permissible, which he raises for the purpose of producing a bacon hog. This requires about two and a half months, and at the end of this period club day is held and the pigs exhibited.

Score cards

The points on which the club members' work are judged and maximum marks awarded are as follows:

	Marks allotted
(1) Accommodation	
(a) Type of pig shed and paddock.....	1[illegible]
(b) Cleanliness of shed, grazing area, and equipment.....	1[illegible]
(2) Food supply	
(a) Cost of production of animal.....	[illegible]
(b) Crop growing by club member.....	[illegible]
(3) Health of Animal	
Health of animal and freedom from parasites..	[illegible]
(4) Interest and Knowledge	
(a) General knowledge.....	1[illegible]
(b) Interest shown throughout contest.....	1[illegible]
(5) Record Book and Composition	
Record book and essay on work done by club member.....	1[illegible]
(6) Special Merit	
Credit for special interest and work.....	5
(7) Growth and Development	
(a) Estimated value of the pig on club day....	5
(b) Rate of increase in weight of animal.....	10
(8) Type and Quality	
Type and quality of pig exhibited on club day.....	15
	100

Some of the marks, among them those under (1), (2), and (4) are given at the time of the visits of the expert to the members' homes. Marks under (7) and (8) are awarded on club day. The members are encouraged to grow small plots of forage plants suitable for pigs, to reduce cost of production and are required to keep records of production cost. They must be prepared to answer questions on the management of their animals and give their age, breed, weight, and other information. The record book contains weekly weights of the pig, value, amount of food used, work done each week, and other items of special interest.

In September, 1927, there were more than 40 pig clubs with a membership of 400 to 500 children.

Poultry clubs

Poultry clubs were begun two or three years ago and the project has been arranged to extend over a long portion of the time the members attend school. At least three members are necessary to organize a club and each one must provide his own poultry house and run and keep his birds separate from others on the farm. The object of the club is to show that success in poultry-raising depends on:

(a) Purebred stock of a good laying strain,
(b) Good housing,
(c) Correct feeding,
(d) Intelligent marketing.

Poultry development clubs

Three kinds of clubs are conducted in connection with the poultry project: pullet development, egg laying, and breeding clubs. The work of the pullet development clubs begins in October, and each member takes care of four birds for a period of from three to four months. Club day is held in February or March. The members are marked on the following points:

	Marks
(1) General development of pullets	20
(2) General management	10
(3) General knowledge	20
(4) Records	30
(5) Essay	20
	100

In the note book kept by each member should be entered the date the club begins, breed and age of birds; kinds of food and amounts consumed weekly, and quantity of household scraps used; date laying began, value of eggs produced and total number produced up to club day. The members must know something of egg grading to market them intelligently and therefore are required to divide the eggs into first and second grades, and keep a record of eggs in each grade.

Egg-laying clubs

In the egg-laying clubs the members preferably work with the same birds as are entered in the pullet development contests, and their operations extend over a period of from ten to twelve months. The maximum marks received by members are as follows:

	Marks
(1) Egg production	20
(2) Ability to judge birds from utility standpoint	20
(3) Records	20
(4) Essay	20
(5) General management and general knowledge	20
	100

Breeding clubs

The work of the breeding clubs begins about the end of June. Club day is held in February or March when each member is required to exhibit four birds bred by himself. The points on which the members are marked with the maximum number of marks for each are:

	Marks
(1) General development	30
(2) General management	10
(3) General knowledge	20
(4) Records	30
(5) Essay	10
	100

Calf clubs

The work of a calf club extends over a period of at least four to five months. There are two classes of clubs - class A with the calves six months old and less on club day and class B with calves over six months and less than twelve months old on club day. It is preferable that calves in class B should have been previously exhibited in class A, though this rule is not strictly enforced. In class A the members learn how to care for and manage a calf during the first stages and in class B they can prepare the same calf for entry on the second club day. According to the scheme of marking, the member with a grade calf can win the competition and is on an equal footing with the one who owns a purebred animal. This is the case in all home projects clubs, that is, the value of the club member's work is judged. The points on which the work of calf club members is judged and maximum marks are:

	Marks
(1) General knowledge of work	30
(2) Note book and essay	20
(3) Plot work (growing feed)	20
(4) Growth and general condition of calf as a result of club member's work	20
(5) Ease of handling on club day	10
	100

In the agricultural clubs or crop production clubs the projects include the growing of maize, wheat, cane, peanuts, potatoes, fruit, vegetables and flowers. The club members decide on the size of the plot. The teacher gives theoretical instruction at school, which the pupils put in practice on their home plots. The work of club members is marked on the following points:

Crop production clubs

	Marks
(1) Yield from plot	20
(2) Records	30
(3) General knowledge of the crop and its cultivation	20
(4) Condition of plot at home visit	10
(5) Essay on growing plot	20
	100

A beekeeping club has been organized at one rural school. The hive was purchased through the Department of Public Instruction and the boys were trained by a person in the neighborhood, an expert in raising bees who gave them instruction during the morning recess.

In July, 1928, a plot was planted to forest trees on the grounds of one of the rural schools. The Forestry Board assisted with the work, not only supplying the trees but giving expert advice in planting and caring for them. The objects in planting the plot are to determine the best timber trees for this locality, create local interest in reforestation, and encourage pupils to plant similar plots on their home farms. Later a forestry club will be formed and a school nursery established to distribute trees among the pupils.

In connection with home projects for girls "The Home Keeping Cupboard" is an important feature in some schools. The following is a list of articles which club members may make for the cupboard:

Articles for Home Keeping Cupboard

6 bottles jam,
3 bottles jelly,
3 bottles marmalade,
3 bottles pickles,
3 bottles sauces,
3 bottles preserved fruits,
3 bottles preserved vegetables,
3 bottles fruit syrup,
3 bottles candied syrup,
3 specimens dried vegetables,
3 specimens dried fruits,
3 kinds home made sweets (2 oz. each),
1 loaf bread,
1 plate small cakes.
- - - - - - - - - - -
1 under garment,
1 dress,
1 sports hat,
3 specimens fancy work.

The members in home project clubs for girls are marked as follows on their work:

		Marks
Score card in home projects for girls	(1) Varieties exhibited.....	10
	(2) Quality of exhibits.....	20
	(3) Methods of display and arrangement.....	10
	(4) Suggestions for labor-saving devices in homes and notes on cost of same.....	20
	(5) Record book, showing (a) Materials used and costs, (b) Date articles were made and notes on method, (c) Design for one of the following: Convenient cottage, showing position of kitchen and wash house, Model wash house with placing for bench, boiler, etc., Model kitchen, showing position of furniture.....	40
		100

F r a n c e

Motion picture service of the Ministry of Agriculture. - The motion picture service (Le Service du Cinematographe Agricole) of the Ministry of Agriculture was created by the decree of April 5, 1923. Shortly thereafter the permanent commission on agricultural cinematography was appointed to study matters in regard to motion pictures and determine the best way to use them in the interests of agriculture. The business of the commission is discharged by a secretariat, which forms a connecting link between this body and the Ministry of Agriculture.

Permanent Commission on Agricultural Cinematography

The objects of this service are to encourage the rural people, even in the most backward communes in more remunerative intensive production, teach them how to combat farm pests, induce them to adopt methods and machinery to save labor, demonstrate the advantages of forming associations, the benefits of personal hygiene and sanitation in the home as well as provide them with wholesome entertainment. The decree creating the agricultural motion picture service placed money from the general Paris Mutuel funds at the disposal of the Ministry of Agriculture which during 1929 amounted to 1,500,000 francs.

Objects of the service

A central cinema library or film collection was established in Paris in 1923, and the first films which were educational, documentary,

Central cinema library

and scientific in character, were obtained by the commission from commercial sources, after carefully examining all films produced. New films are now produced according to a special program and the best qualified firms are entrusted with their publication. Special grants are made for the production of films from material prepared by experts under the direction of the commission according to the needs of the time and agricultural progress. Regional cinema libraries or collections, one in each of the eight agricultural regions of the country are

Regional collections

located at Lille, Nancy, Lyons, Montpellier, Toulouse, Clermont-Ferrand, Bourges, and Rennes, and aid the central office in the work of loaning films. Departmental motion picture offices have been recently established in connection with school inspectorates, and the departments of agriculture and public education are collaborating in providing films suitable for school children.

Films may be obtained, free of charge, from any of these libraries or collections, when the request has been approved by the director of agricultural services of the department, upon the condition they shall not be used for commercial or speculative purposes. They are sent and returned under frank in the case of organizations and individuals with whom the Ministry has made this arrangement, otherwise those requesting them are required to pay transporation charges. All films belonging to the motion picture service of the Ministry are printed on non-inflammable material. In 1924, 558 films representing 97,095 meters in length were distributed, while the number distributed in 1928 was almost six times as many, or 770,490 meters in length. Each film is shown on an average of three times. The central office distributes 130 films a day or about 30,000 meters of reel.

Grants are made by the Ministry of Agriculture to communes and associations to purchase motion picture machines of a type approved by the

Machines for schools and halls

permanent commission on agricultural cinematography to be installed in schools and halls. In 1925 forty of these machines were installed and in 1927, the number was increased to 370.

The country foyer. - The country foyer (Le foyer des campagnes) is an organization started in 1919 for the purpose of making country life more attractive and counteracting rural exodus. The first foyer was founded in the department of Oise and in 1927 there were foyers in five departments: Meuse, Ardennes, Oise, Correze, and Aisne, besides four affiliated foyers, that is, independent societies that receive aid from the Country Foyer in Haute-Saone, Jura, Puy-de-Dome, and Tarn-et-Garonne. Though the object of the foyer is primarily to instruct the country woman in her duties, making her work easy by teaching her the best methods, it is by no means exclusively a woman's association, but is also an organization for training rural young people of both sexes.

The activities of the foyer are very numerous. Here mothers bring their babies to be weighed and to receive advice regarding care of their health. Mothers also meet at the foyer to receive advice regarding hygiene from the directress who later visits them at their homes. In the case of mothers whose work takes them away from home, their babies are taken care of at the foyor. When the child is a little older, he still goes to the foyer where there are games, songs, and rhythmic dancing to amuse him. For the older children who are going to school motion pictures and lantern slides are provided. When the child grows up, he finds a study club at the foyer where weekly talks are given by the directress on such subjects as "Evolution of Consumers' Cooperative Societies," "The Discoveries of Pasteur," "Stoicism," "The Coue Method," as well as lectures on agricultural subjects as poultry raising in the country, care of a kitchen garden in the village; hens that lay and pay; good milk, cream and butter. For the girls there are sewing courses and workshops for the mothers. The grown people of the village have the privilege of holding all their meetings at the foyer and some of them attend the study clubs. The responsibility of the management of the various activities of the foyer rests upon the directress who necessarily must be a person with numerous qualifications. She must know how to assist women in their home tasks; must understand music and rhythmic dancing and be able to arrange scenes and costumes; she must know how to give an interesting talk and how to conduct a study club. She must be fond of children, know how to interest them by reading to them, show them how to play, and keep in touch with matters relating to child hygiene. She must possess a great deal of tact, must avoid any political or religious discussions, and be always friendly and kind. Such a person is hard to find and securing the proper directresses is one of the greatest problems of the foyers.

Activities of the foyer

Since their foundation until the close of the financial year 1926, a sum of 1,724,696.32 francs had been expended by the foyers, all from private sources, not a sou having been contributed by the Ministry of Agriculture.

G u a t e m a l a

Correspondence course in elementary agriculture.- In view of the urgent need of elementary instruction in agriculture for the peasant people, the cooperative agricultural school society, known as "Las Abejas de Occidente" (Bees of the West), connected with the National School of Agriculture at Quezaltenango, decided in the fall of 1929 to inaugurate the holding of a correspondence course. The course is especially intended for peasants and their sons, without regard to age or training, who are unable to attend a regular school of agriculture. It is in charge of a board of teachers, of which the director of the National School of Agriculture is the president, and consists of 18 parts or lessons, each treating of a different subject. The lessons are in plain language, with

Object of the course

as few technical phrases as possible, so as to be easily understood by persons with little education. Those who wish to take the course must comply with the following requirements:

Requirements for enrollment

(1) Request enrollment in the course in writing.

(2) Send 2 quetzales by registered letter or check to pay for the paper used in the course.

(3) Agree to study the lessons and carefully and conscientiously answer all questions accompanying each one the week received.

(4) Rent or purchase a piece of land to use for experiments, on the condition that a sample of soil be sent to the board of teachers for analysis and other information supplied in regard to equipment for the work.

One of the lessons is sent to the pupils each week. They must hold themselves in readiness to answer questions at any time on lessons studied and lose the right to complete the course, if without good reason they allow a month to pass without answering the lessons or if they submit carelessly prepared lessons.

The subjects treated in the lessons are:

Subjects of the course

Atmosphere. - Atmospheric phenomena; climate and its influence on agriculture; atmospheric conditions which influence changes in the weather.

Water. - Different kinds of water; importance of water in agriculture; irrigation; drainage.

Chemistry. - Importance of chemistry in agriculture; hydrogen; oxygen; drinking water; organic and mineral acids; sulphuric, nitric, hydrochloric, acetic, and phosphoric acid; alkalis, sodas, potash; fermentation; flours; milk; nitrification of soils.

Botany. - The vegetable cell; classification of farm plants; root, stem, leaves, flower, fruit, seed; germination; improvement of cultivated species; general principles of the function of nutritionl respiration, and reproduction of plants.

Soil. - Formation and composition of arable land; physical and chemical properties of the soil; improvement of land; tillage; fertilizers.

Plant reproduction. - Selection of seeds; preparation of the soil; sowing seed; transplanting; care; pruning; grafting; scions; slips.

Farm machinery. - Implements; transportation vehicles; hand tools; necessary simple and complicated machinery; pumps; simple farm motors; combustion motors; hydraulic motors.

Physics. - Matter (solid, liquid, gaseous); levers; pulleys; steam engines; steam motors; electricity; electric motors; hydraulics.

Crops. - Field crops (coffee, maize, sugar cane, wheat, rice, tobacco, and others); garden crops; fruits; forage crops; oleaginous plants; textile plants.

Farm practices. - Seasonal cultivation; irrigation; crop rotation; harvesting; control of diseases.

Zoology. - Vertebrates and invertebrates; mammals; birds; reptiles; fish.

Entomology and agricultural parasitology. - Insects hurtful to crops; insects beneficial to agriculture; extermination of hurtful insects.

Zootechny. - Cows, horses, sheep, goats, hogs, and birds.

Veterinary science. - Common diseases of animals; remedies.

Stock-raising. - Cows; horses; sheep; hogs; goats.

Agricultural industries. - Dairying; cheese-making; poultry-raising; beekeeping; manufacture of sugar, vinegar, and alcohol.

Agricultural legislation. - Laws for workers; laws relating to property.

Administration. - Farm bookkeeping; agricultural cooperation.

Certificates, and so forth

When a pupil has satisfactorily finished the program of studies he receives a certificate stating that he is an expert in elementary agriculture. Pupils are required to apply for their certificates in person at the National School of agriculture on the date notified. The cooperative agricultural society encourages pupils who do well in their lessons by sending them seeds, agricultural leaflets, diplomas, and so forth.

E s t h o n i a

Rural women's societies. - In Esthonia, on the eastern coast of the Baltic Sea, formerly one of the provinces of Russia, but which on February 24, 1918, became an independent republic, rural women's societies began to be organized three years ago. It is preeminently an agricultural country and about 59 per cent of the population or 658,632 persons are engaged in farming. There are about 100,000 farm housewives. In Esthonia the position and occupation of farm women are a little different from those of other European countries.

They take care of all the livestock - cows, pigs, sheep, and poultry, - and the production of vegetables, fruit, milk products and meat also falls to their share. For some time before the country became a republic, the women worked along agricultural lines with the members of the Central Agricultural Society until it began to be realized that women should be recognized as home makers and housekeepers, and should have their own societies. Therefore, early in 1927, with the aid of the Central Agricultural Society, housewives' days began to be held throughout the 11 districts of the republic. On these days lectures were given on the importance of the country women's work on the farm and in the home; how to improve the living conditions of the farmer's wife, and how to make farm women's work easier. These days or meetings were well attended and ideas exchanged on important matters of mutual interest. As a natural result the farm women who attended these meetings began to organize societies with the following objects;

Objects of the society

(1) The progress of domestic economy in the country.

(2) Improvement of the cultural and material conditions of country housewives.

To carry out these objects the societies drew up a constitution with the following lines of work;

Lines of work

(1) Study of the state of domestic economy among the country people of the republic with regard to their needs and desires.

(2) Encouragement of the training of country women as home managers and agriculturists.

(3) Giving advice in furnishing and beautifying country homes and the improvement of hygienic conditions.

(4) Development of family life, including care of mothers, home training of children, and nursing the sick.

(5) Study of dietetics and cooking.

(6) Encouragement of stock-raising and gardening.

(7) Endeavoring to bring about the economic and social independence of country women.

(8) Encouragement of needlework among women.

(9) Arrangement of study courses, meetings, lectures, excursions, exhibitions, competitions, and festivities.

Every woman over 18 years of age who works on the land or is interested in agriculture may become a member of a housewives' society. In 1928, there were 100 societies in the republic and many of them had formed girls' circles which work independently under the leadership of an older member. In August, 1928, the housewives' societies were federated into the Central Association of Country Women, the object of which is to direct the work of the societies and aid them in its accomplishment. This association has accomplished a great deal since its organization and its latest project is a program for training leaders for housewives' societies all over the country.

Central federation

During the short period of their existence nearly every one of the societies has conducted courses in cooking, canning, household work, fancy work, gardening, poultry raising, feeding cattle, and milking. Lectures have been given by specialists on health and educational matters. Many societies have arranged excursions to farm homes and home economics schools to study the results of the work of trained housewives with a view to following their example.

Activities of the societies

A u s t r i a

Lower Austria

Development of continuation instruction for peasants in Lower Austria since 1923-24. - In the winter of 1923-24 the Lower Austrian Chamber of Agriculture made arrangements with the provincial governments to establish yearly agricultural and home management courses for the peasant people. There are three classes of courses; peasant continuation courses, winter home management and itinerant home management courses.

The object of the peasant continuation courses is to give general training and impart fundamental professional knowledge to peasants, peasants' sons and farm workers who have had no opportunity to attend a professional agricultural school. The peasant chambers of agriculture divide their districts into sections or parishes, each of which forms the territory of a course and consists of as many communities as are necessary to provide the required number of pupils. The annual program provides for holding the courses one after another in the various parishes so that after a certain period of time, the same parish again has its turn. The courses are held in the winter from the middle of November to the middle of March, that is, four months. There are 12 hours of instruction a week, making a total of 200 hours during the winter, which according to local conditions are three afternoons or two entire days. The program of instruction

Object of the courses

Program of instruction

embraces selected agricultural subjects, agricultural correspondence, agricultural accounts, moral philosophy, ethics, citizenship, knowledge of native place, and agricultural natural science. The general agricultural subjects are taught by an agricultural teacher or a secretary of the district peasant chamber; special branches as fruit-growing, growing of forest trees, and care of animals by specially trained persons; and the general preparatory subjects by public and high school teachers.

Agricultural continuation societies

Experience has shown that best results from these courses are obtained with pupils of more mature age. Their object is properly attained when the pupils closely cooperate in providing further systematic training for themselves and take an active part in all the activities of the chamber. Consequently, the agricultural continuation societies which are now springing up everywhere as a result of the courses are looked upon very favorably. The following figures show the growth of the courses since their inauguration:

Growth of courses

Winter	1923-24	23 courses	692 pupils
"	1924-25	38 "	1,104 "
"	1925-26	36 "	830 "
"	1926-27	42 "	975 "
"	1927-28	46 "	920 "
"	1928-29	67 "	1,404 "

Winter home management courses

There are two classes of home management courses: winter courses and itinerant courses. Winter home management courses are held wherever the district peasant chamber of agriculture will provide a completely equipped school kitchen, sewing machines and other needed equipment. The object of the courses is to give peasants' daughters instruction in the realm of home and farm management required for the intelligent conduct of their work when they become farmers' wives. As in the case of the continuation courses for farmers, they last from the middle of November to the middle of March. The theoretical instruction includes home correspondence, household accounts, nutrition, care of health, science of home management, dairying, poultry-raising, and vegetable growing; and the practical work, cooking and sewing. The classes are held three times a week. A home management teacher gives instruction in cooking and sewing, and agricultural specialists teach the agricultural subjects. The number of winter home management courses and the total attendance each year since 1924-25 are as follows:

Winter	1924-25	6 courses	110 pupils
"	1925-26	8 "	130 "
"	1926-27	10 "	179 "
"	1927-28	12 "	190 "
"	1928-29	11 "	192 "

Itinerant home management courses

The itinerant home management courses consist of six weeks of continuous instruction every day from eight in the morning until five in the afternoon except Saturday when there are no classes. The chamber is endeavoring to extend their length to 8 weeks. The courses are usually held from the middle of October to the middle of June. They have the same object and give instruction in the same branches as the winter courses. The Lower Austrian Chamber of Agriculture provides complete equipment in the way of cooking utensils and dishes, portable kitchen, sewing machines and other needed articles. The communities in which the course is held provide a large room which does duty both as kitchen and school room, two tables, a blackboard, chairs, heat and light, and a room for the teachers. The instruction is given by itinerant agricultural home management teachers appointed by the Lower Austrian Chamber of Agriculture. The daily program of the courses is as follows:

Daily program	8:00 - 9:00 o'clock	-	Discussions of recipes and articles of food used in the same.
	9:00 -12:00 "	-	Cooking in groups
	12:00 - 2:00 "	-	Setting the table, midday meal, discussion of food preparation, calculating cost of midday meal, cleaning dishes and kitchen.
	2:00 - 4:00 "	-	Theoretical instruction on three afternoons; sewing two afternoons (Saturday afternoon free.)

The number of itinerant home management courses and attendance each year since 1925-26 are as follows:

Winter	1925-26	1 course	14 pupils
"	1926-27	13 "	168 "
"	1927-28	38 "	545 "
"	1928-29	59 "	884 "

The rapid growth of the itinerant home management courses is attributed to the fact that the Lower Austrian Chamber of Agriculture provides qualified teachers and proper equipment, thus saving the district chambers much trouble and expense.

Soviet Union

Courses for farmers. - By the decree of February 15 and September 13, 1927, the Soviet government made provision for two kinds of agricultural courses for farmers. The first are known as long courses, as they last at least six months and the majority of them continue for a year. The objects of these courses are:

(1) To give persons who have received lower agricultural training further instruction in growing the various kinds of field crops, raising cattle, gardening, and so forth.

(2) To increase efficiency in methods of production.

Long courses

(3) To spread the knowledge of various branches of farming among rural people in general.

The second class of agricultural courses for farmers, known as short courses, lasts from a few weeks to a whole year. They deal with some special branch as beekeeping, cultivating peat land, poultry-raising, and related industries, dairy farming and butter-making, various kinds of field crops and the like. The subjects and length of the courses depend upon the general program of farm work, available teachers, the condition and degree of importance of this or that branch of farming in a certain district, resources, and so forth. In the case of courses of this kind that last a year arrangements must be made for six months of practical work for the pupils.

Short courses

Work of the agronomes. - Miss Harriet Eddy, California State home demonstration leader, who a year or two ago spent some time in Russia studying extension work, has furnished the following information:

To meet the constantly increasing need for agricultural instruction and assistance in the Soviet villages, extension workers known as agronomes are being appointed as fast as possible in all parts of the Union. The federal commissariat or department of agriculture requires by law that the extension work of every volost (district corresponding roughly to a county, but composed of villages with more or less homogeneous conditions) shall be in charge of an agronome (corresponding to a county agent in the United States.) He is assisted by local and district agronomes, instructors and specialists in the various branches of agriculture peculiar to each district. Districts having a large number of farms are divided into subdistricts, each in charge of a local agronome, who works with the district agronome as leader. There are also regional and provincial experts (corresponding to State specialists in the United States.) In 1928, there were in the Soviet Union 3,334 volost agronomes, 2,264 assistants and specialists, and 1,898 regional or provincial experts.

Extension workers

The volost agronome or county agent supervises all the work of agricultural instruction in his district. He and his assistants give agricultural instruction in the schools to young peasants. He is in charge of the district experiment stations and carries on extension activities with the adult peasants. The greater part of his time is devoted to practical instruction of the peasants, including need of early spring and late fall plowing, gardening, cattle breeding, poultry improvement, and better horticultural practices, according to the needs in each

Work of the agronomes

district. There may be as many as 12 agricultural experiment stations in a volost, each in charge of an assistant agronome, who is either a specialist or a general agricultural adviser employed in the nearby villages. These experiment stations are really demonstration farms for better practices in agriculture, horticulture, and live stock raising. Since 1922 the government has also cooperated with peasant farmers in conducting demonstration farms. At first it was necessary to promise remittance of taxes to secure peasant volunteers, but after a few years the attitude of the peasants changed and now they allow their farms to be used for the conduct of demonstrations which are visited from time to time by the agronome and peasants to watch the progress of the work and note results. The chief agronome elaborates the program of work for the volost in general accord with the program of the province (corresponding roughly to our State.) This is adopted by the peasants in the various localities after being modified to suit local conditions. Men and women (about ten of each) are chosen to aid the agronome in supervising the projects and are furnished agricultural information to assist them in the work through lectures, exhibits, posters, office calls, and in other ways. The library, the schools, and young people's associations cooperate with the agronome in carrying out the agricultural program.

Village libraries

The village library or reading room is a meeting place for villagers in the winter evenings. Here they discuss the agricultural problems and study subject matter, the librarian reading aloud for the benefit of the illiterate. Here the agronomes give lectures on agricultural subjects, arrange short courses, and plan programs of work. A program outlined for one volost included the improvement of hog raising, better horticultural practices, introduction of better bulls, and the securing of a veterinarian.

India

Madras.

Traveling motor exhibition. - In 1929 the Madras Agricultural Department put on a traveling motor exhibition as a means of instruction for the peasants. It was thought that the motor van would be more serviceable in Madras than the exhibition train used in the Punjab, as the comparatively few railways in South India do not always pass through the densely populated districts, and a large train can be stopped only at the more important places without interfering with traffic. The vans, however, can be taken from village to village in the interior of the districts and can stop at the very doors of the peasants' homes.

Exhibition van

The first outfit which was put on by way of experiment consisted of two vans - an exhibition van and a caravan or van in which those in charge traveled and lived. The exhibition van had a $1\frac{1}{2}$ ton Graham Brothers chassis with a 137" wheel base and a 4-cylinder 24-horsepower engine.

The body of the van was divided into two main parts, the front part large enough to carry the driver and two passengers. The rear portion had three sections, the central one being used for general storage purposes and for carrying plows and other implements, sprayers, and large samples. Movable shelves which could be fitted in whenever they were needed were converted into tables and benches during an exhibition. The sides of the van were divided lengthways into two parts, the lower part on each side folding down to form a display counter, while the upper portion folded up out of the way and formed a cover for the counter. Rows of shelves on both sides of the van were used for the display of exhibits, and were protected and kept steady while the van was in motion by detachable panels of light wood fitted in front of them. The panels which were fitted into slots on the roof and held in place by hooked supports, were used for the display of posters.

Caravan

The caravan or van in which those in charge of the exhibition traveled had a Graham Brothers chassis model IC with a 137" wheel base and a four-cylinder 24-horsepower engine. The body of the van was divided into three sections, the front section with two parts, a driver's seat and a compartment in which a magic lantern was carried, the lantern projecting from a hole to the left of the windshield, and operated from the driver's seat by a special battery charged from the motor engine. In the second compartment which had doors on each side was a seat which could comfortably accommodate four persons. In the rear part of this compartment were two sleeping berths, the lower a permanent fixture with cupboards underneath for clothing and other articles, and the upper one made to fold up when not in use. In this there were also a folding table and two chairs, and behind one of the chairs a large cupboard for books, and so forth. There were three drop windows on one side, two at the back and on each side of the door. A luggage rail along the roof provided a place for storing tents.

Cost

The cost of these vans was approximately 8,000 rupees and 6,500 rupees respectively ($2,560 and $2,080.) The cost of operation including the driver's pay was six annas ($1.92) and 15 per cent was allowed for depreciation.

Exhibits, and so forth

The exhibits carried in the vans covered every phase of the work of the agricultural department. Each exhibit was placed in a small show case with a glass front fitted into its own section and could be changed as desired, according to the locality visited and the nature of the exhibition. The caravan or van in which the assistants traveled went ahead and selected a suitable site, made necessary arrangements, and advertised the coming of the exhibition van which arrived in due time. When all the exhibits were spread out there was quite an extensive display, about an hour being required to get everything ready or to pack up and move to another point. Plowing and other demonstrations were conducted and lantern lectures were given in the evening. The vans stopped at each point from one to three or four days, depending on the size of the place, and the occasion which was a fair or festival, a conference, or gathering of some sort.